**Zunal WebQuest:** **Rubric**

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|  | **Exemplary**  **3** | **Competent**  **2** | **Does Not Meet Expectations**  **1** | **Score**  **(Weight)** |
| **Sources** | Sources used for the Process are scholarly and clearly related to the tasks. | Sources used for the process aren’t clearly tied to the tasks and some are from questionable sources. | Sources seem like they weren’t researched; they aren’t related the tasks and are from questionable sources. | (\_\_\_X 2 = \_\_\_) |
| **Clarity of Tasks** | The task(s) to be completed are outlined with clear expectations. | The task(s) to be completed are still outlined too broadly and expectations are there, but ambiguous or vague. | The task(s) to be completed are broad and not clearly outlined; expectations aren’t clear. | (\_\_\_X 2 = \_\_\_) |
| **Image Selection** | Image selection is clean and supported by the theme of the WebQuest, and/or page. | Image selection is clear, but not easily supported by the theme of the WebQuest and/or page. | Image selection is not clean and not supported by the theme of the WebQuest and/or page. | (\_\_\_X 1 = \_\_\_) |
| **Content in Tasks** | Task(s) require a through understanding of the content to complete and require more than simple thinking. | Task(s) require a surface-level knowledge of the content and don’t force the author/creator to think beyond the surface-level. | Task(s) selected require very basic knowledge and ask the author/creator to restate facts gained in the WebQuest. | (\_\_\_X 1 = \_\_\_) |
| **Presentation** | The presenter clearly explains the role they created for the WebQuest and why; the role is engaging, based in content, and requires more complex thinking. | The presenter doesn’t clearly explain the role they created for the WebQuest and why; the role is fun and engaging, but requires only surface level thinking. | The presenter doesn’t clearly explain the role they created fro the WebQuest and why; the role is flat and only requires simple thinking. | (\_\_\_X 1 = \_\_\_) |
| **Rubric** | The student created individual rubric components that are challenging for them. | The student created individual rubric components that are above their skill level, but are easy and very achievable for them. | The student created individual rubric components that are at their skill level. | (\_\_\_X 1 = \_\_\_) |
| **Total** |  |  |  | \_\_\_\_/18 |